



## Colleton School District

213 N. Jeffries Boulevard  
Walterboro, SC 29488

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	6,185 Students	
<b>Superintendent</b>	Ms. Leila Williams	843-782-4510
<b>Board Chair</b>	Mr. Wayne Shider	843-782-4510

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Excellent*</b>
2010	Below Average	Good
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

\* The District's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

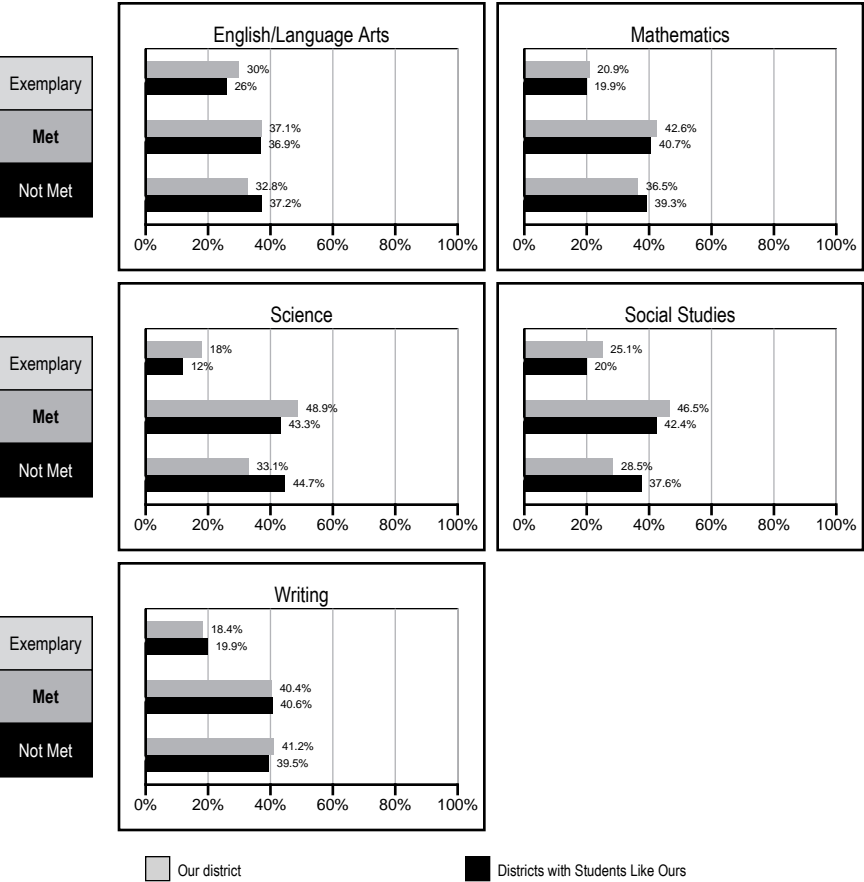
95.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	6	2	3

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	67.9%	64.6%	67.8%	66.2%	66.5%	68.3%
Passed one subtest	16.2%	18.7%	16.6%	15.7%	17.9%	18.4%
Passed no subtests	15.9%	16.8%	15.6%	18.2%	15.6%	13.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	69.2%	70.5%
English 1	65.8%	59.5%
Biology 1/Applied Biology 2	48.7%	48.6%
Physical Science	40.5%	40.6%
US History and the Constitution	35.6%	29.6%
All Subjects	52.5%	50.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	499	339	257	234
Number of Graduates in Cohort	321	257	174	168
Rate	64.3%	75.8%	69.7%	73.9%

\*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	499	N/A	258
Number of Graduates in Cohort	N/A	323	N/A	178
Rate	N/A	64.7%	N/A	71.3%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=6,185)</b>				
First graders who attended full-day kindergarten	99.4%	Up from 98.0%	99.6%	99.6%
Retention rate	3.9%	Down from 5.2%	3.0%	2.3%
Attendance rate	96.7%	Down from 97.0%	96.5%	95.8%
Served by gifted and talented program	11.4%	Up from 11.2%	9.2%	14.0%
With disabilities other than speech	6.6%	Down from 11.8%	7.8%	7.4%
Older than usual for grade	6.3%	Down from 9.9%	4.0%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.4%	0.5%
Enrolled in AP/IB programs	6.4%	Down from 9.7%	6.4%	12.2%
Successful on AP/IB exams	56.0%	Up from 49.4%	17.8%	52.9%
Eligible for LIFE Scholarship	27.5%	Up from 26.7%	28.9%	30.3%
Enrolled in adult education GED or diploma programs	161	Up from 106	52	66
Completions in adult education GED or diploma programs	107	Up from 92	31	35
Annual dropout rate	7.0%	Down from 10.0%	2.1%	2.8%
<b>Teachers (n=402)</b>				
Teachers with advanced degrees	49.3%	Up from 47.4%	57.6%	61.2%
Continuing contract teachers	78.6%	Up from 76.0%	79.5%	85.6%
Teachers returning from previous year	88.7%	Up from 86.2%	87.4%	90.3%
Teacher attendance rate	95.2%	Up from 94.8%	94.7%	95.2%
Average teacher salary*	\$42,583	Down 2.5%	\$43,823	\$46,166
Vacancies for more than nine weeks	0.2%	Down from 0.5%	0.0%	0.0%
Professional development days/teacher	12.4 days	Down from 13.4 days	12.5 days	12.2 days
<b>District</b>				
Superintendent's years at district	2.0	Up from 1.0	1.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.9 to 1	19.3 to 1	21.7 to 1
Prime instructional time	90.2%	Down from 90.3%	89.7%	90.1%
Dollars spent per pupil**	\$8,818	Down 5.9%	\$10,351	\$9,140
Percent of expenditures for teacher salaries**	53.0%	Up from 52.2%	49.2%	53.5%
Percent of expenditures for instruction**	55.5%	No Change	52.4%	56.5%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Number of schools	12	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.2%	Up from 2.3%	0.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	3.0	Up from 2.0	5.0	8.0
Parents attending conferences	96.0%	No Change	96.0%	96.6%
Average administrator salary	\$65,155	Down 6.1%	\$73,434	\$78,000

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	353	85.8%	2063	52.5%	499	64.3%	Yes
<b>Gender</b>							
Male	164	84.1%	983	51.2%	263	57.0%	N/A
Female	189	87.3%	1039	54.2%	236	72.5%	N/A
<b>Racial/Ethnic Group</b>							
White	155	91.6%	892	66.6%	204	57.4%	N/A
African American	187	81.8%	1071	40.6%	277	68.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	43	60.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	36	11.1%	117	14.5%	43	30.2%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	39	69.2%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	237	81.4%	1375	48.1%	334	64.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	85.8%	87.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	445	449	449	445	413	430	1307	1324		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	15.5	16.0	16.9	17.2	16.4	17.0	17.3	17.1	16.6	16.9
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

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**School District Governance**

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	0.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report****District's Superintendent Report**

For Colleton County School District, the 2010-2011 school year can be deemed as nothing less than successful. Our faculty and staff have remained true to their commitment and calling – to meet and facilitate the educational needs of all students.

The district is continuing to realize improvements in all areas. Initiatives such as content area curriculum facilitators, district non-negotiables, common assessments, benchmark assessments and PBIS are integral to the improvements. Elementary and middle school PASS scores revealed academic growth for all subsets. Of the district's 10 schools, four met AYP and four schools only missed one or two targets. In August 2010, we celebrated the completion of Forest Hills Elementary School. The three year project has resulted in a new facility that has adequate computer labs, space for related arts, Smart Boards in all classrooms, and a state of the art media center.

The district is committed to its Enhancing and Sustaining Professionalism (ESP) Program. Continuous professional development is provided to enable all teachers to be highly qualified and highly effective. This ensures that all students can receive a rigorous and relevant learning experience to enable them to be productive citizens when they graduate. Teachers are taking responsibility for their personal professional growth as evident to the increase in the number of National Board Professional Certified Teachers.

Colleton County School District is committed more than ever to keeping all stakeholders abreast of news and special events. We have adopted as our theme "TEAM COLLETON: Making a World of Difference to Make a Different World." TEAM COLLETON is not just the students and staff that enter the buildings on a daily basis. It is also the parents, community members, and businesses who believe in and support the school district. We appreciate your support and trust as we remain true to our mission to ensure that all students meet or exceed state standards in preparation to become productive citizens.

Leila Williams, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 26 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

1

Title I Schools' School Improvement Status

School	Status	School	Status
Bells Elementary	R	Northside Elementary	R
Cottageville Elementary	RP	Hendersonville Elementary	RP

The Colleton School District consists of 12 public schools with 4 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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# PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	2864	99.6	32.8	37.4	29.8	77	82.4	No	Yes
<b>Gender</b>									
Male	1432	99.3	37.2	36.2	26.6	72.6	78.7	N/A	N/A
Female	1432	99.9	28.4	38.6	33.1	81.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	1313	99.4	23.2	35.2	41.6	83.9	88.9	Yes	Yes
African American	1433	99.9	42.3	39.4	18.2	70.1	72.9	No	Yes
Asian/Pacific Islander	18	100	11.8	35.3	52.9	94.1	93	I/S	I/S
Hispanic	68	97.1	30.6	37.1	32.3	80.6	79.3	Yes	Yes
American Indian/Alaskan	32	96.9	12.9	35.5	51.6	87.1	83	I/S	I/S
<b>Disability Status</b>									
Disabled	426	98.6	73	18.8	8.2	37.6	48.1	No	Yes
<b>Migrant Status</b>									
Migrant	13	92.3	54.5	27.3	18.2	63.6	68.9	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	68	98.5	30.2	39.7	30.2	82.5	78.3	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	2232	99.6	37.1	38.5	24.4	73.7	75.4	No	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	2864	99.6	36.5	42.9	20.6	76	81.9	Yes	Yes
<b>Gender</b>									
Male	1432	99.4	37	42.1	20.9	74.4	79.9	N/A	N/A
Female	1432	99.9	36	43.7	20.2	77.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	1313	99.5	25.3	43.8	30.9	83.8	88.9	Yes	Yes
African American	1433	99.9	48.1	41.3	10.6	68.2	71.4	Yes	Yes
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	N/AV	94.6	I/S	I/S
Hispanic	68	97.1	25.8	48.4	25.8	79	81.1	Yes	Yes
American Indian/Alaskan	32	96.9	16.1	67.7	16.1	83.9	84.4	I/S	I/S
<b>Disability Status</b>									
Disabled	426	98.8	72.1	23.7	4.2	39.3	47.3	No	Yes
<b>Migrant Status</b>									
Migrant	13	92.3	45.5	45.5	9.1	72.7	77.6	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	68	98.5	19	50.8	30.2	85.7	81.4	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	2232	99.7	41.3	42.5	16.3	72.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	1920	99.4	32.9	49.3	17.8	67.1	68.6
<b>Gender</b>							
Male	956	99.2	33	46.6	20.4	67	68.3
Female	964	99.7	32.8	51.9	15.3	67.2	68.9
<b>Racial/Ethnic Group</b>							
White	865	99.7	20.3	51	28.7	79.7	80.7
African American	981	99.3	44.7	47.6	7.7	55.3	51.4
Asian/Pacific Islander	12	100	27.3	45.5	27.3	72.7	85.3
Hispanic	43	97.7	30	50	20	70	61.6
American Indian/Alaskan	19	100	10.5	57.9	31.6	89.5	70.8
<b>Disability Status</b>							
Disabled	286	99	65.5	29.1	5.5	34.5	35.7
<b>Migrant Status</b>							
Migrant	10	I/S	I/S	I/S	I/S	I/S	42.9
<b>Limited English Proficient</b>							
Limited English	44	100	38.1	38.1	23.8	61.9	60.7
<b>Socio-Economic Status</b>							
Subsidized meals	1505	99.5	37.4	49.2	13.4	62.6	57.3

**Social Studies**

All Students	1905	99.3	28.2	47	24.8	71.8	72.5
<b>Gender</b>							
Male	949	99.2	26.9	43.7	29.4	73.1	72
Female	956	99.5	29.5	50.3	20.3	70.5	73.1
<b>Racial/Ethnic Group</b>							
White	891	99.2	21.7	43.6	34.7	78.3	81
African American	932	99.7	34.7	50	15.3	65.3	60
Asian/Pacific Islander	11	100	9.1	36.4	54.5	90.9	89
Hispanic	48	97.9	31.8	50	18.2	68.2	69.6
American Indian/Alaskan	23	91.3	14.3	57.1	28.6	85.7	73.5
<b>Disability Status</b>							
Disabled	281	98.2	53.2	38.8	8	46.8	40.5
<b>Migrant Status</b>							
Migrant	7	I/S	I/S	I/S	I/S	I/S	53.8
<b>Limited English Proficient</b>							
Limited English	45	100	29.5	43.2	27.3	70.5	69.7
<b>Socio-Economic Status</b>							
Subsidized meals	1475	99.3	32.8	48.1	19.1	67.2	62.9

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	963	98.4	40.8	40.7	18.5	59.2	73.2	95.5	96.1
<b>Gender</b>									
Male	485	98.8	48.8	37.6	13.5	51.2	67.2	95.3	96.1
Female	478	98.1	32.6	43.8	23.6	67.4	79.4	95.6	96.2
<b>Racial/Ethnic Group</b>									
White	439	98.6	31.2	41.9	26.9	68.8	81.5	94.7	95.9
African American	489	98.2	49.3	40	10.7	50.7	61.3	96.1	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87	97.4	97.2
Hispanic	13	100	61.5	30.8	7.7	38.5	66.7	96.1	96.5
American Indian/Alaskan	15	100	40	33.3	26.7	60	72.2	94	95.1
<b>Disability Status</b>									
Disabled	136	94.1	85.4	13	1.6	14.6	26	94.6	95.2
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	40.5	96.2	96.8
<b>Limited English Proficient</b>									
Limited English	16	100	42.9	35.7	21.4	57.1	65.7	96.4	96.9
<b>Socio-Economic Status</b>									
Subsidized meals	763	99	45.5	39.3	15.2	54.5	63.2	95.3	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	529	99.2	28.1	33.2	38.7	71.9
	4	473	99.6	30.3	40.7	29	69.7
	5	433	100	30.1	48.1	21.8	69.9
	6	465	99.4	33.3	38	28.7	66.7
	7	494	99.2	44.1	30.5	25.5	55.9
	8	426	99.5	47.8	29.6	22.6	52.2
2011	3	506	99.6	21.8	31.6	46.7	78.2
	4	504	99.6	25.4	44.7	29.9	74.6
	5	477	99.8	24.7	48.6	26.7	75.3
	6	432	99.8	44	34	22	56
	7	462	99.6	38.9	30.7	30.5	61.1
	8	483	99.2	44	34.1	22	56
Mathematics							
2010	3	529	99.6	41.4	32	26.7	58.6
	4	473	99.8	25.3	48.8	25.9	74.7
	5	433	100	41	43.6	15.4	59
	6	465	99.4	41.8	42.4	15.8	58.2
	7	494	99.4	47.1	41	11.9	52.9
	8	426	99.5	53.1	35.1	11.8	46.9
2011	3	506	99.6	38.9	32.6	28.5	61.1
	4	504	99.6	26.4	46.1	27.4	73.6
	5	477	99.8	33.9	42.7	23.4	66.1
	6	432	99.8	37.6	47.6	14.8	62.4
	7	462	99.8	37.6	44.7	17.7	62.4
	8	483	99.2	45.3	44.4	10.3	54.7
Science							
2010	3	263	100	51.8	33.6	14.6	48.2
	4	472	100	29.6	52.3	18.1	70.4
	5	216	100	33.8	58.1	8.1	66.2
	6	230	100	42.5	48.2	9.3	57.5
	7	489	100	27.6	50.6	21.8	72.4
	8	210	100	39.3	33.5	27.2	60.7
2011	3	257	99.6	45.9	38.8	15.3	54.1
	4	503	99.6	26.2	56.7	17.1	73.8
	5	239	99.2	39.2	50.7	10.1	60.8
	6	217	99.5	40.5	51.4	8.1	59.5
	7	462	99.8	27.8	48.6	23.5	72.2
	8	242	98.4	30.2	42.2	27.6	69.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	265	99.3	38.5	44.7	16.7	61.5
	4	472	100	27	54	19	73
	5	217	99.5	32.1	53.3	14.6	67.9
	6	233	100	28.3	58.4	13.3	71.7
	7	489	100	52.3	34.3	13.4	47.7
	8	214	100	36.2	41.9	21.9	63.8
2011	3	249	99.6	21.9	46	32.1	78.1
	4	503	99.6	22	56.4	21.6	78
	5	237	99.2	28.5	43.9	27.6	71.5
	6	216	99.5	26.9	55.8	17.3	73.1
	7	461	99.6	39.1	35	25.9	60.9
	8	239	97.9	28	46.2	25.8	72
Writing							
2010	3	525	99.6	44.9	34.4	20.8	55.1
	4	476	99.2	39.4	37	23.6	60.6
	5	432	99.3	37.4	40.7	21.9	62.6
	6	471	98.3	43.2	40.3	16.5	56.8
	7	500	97.8	46.5	39	14.6	53.5
	8	431	99.1	39.4	45.2	15.5	60.6
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	475	98.7	33	45.3	21.8	67
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	488	98.2	48.4	36.2	15.4	51.6

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	429	98.1	17.6	36.0	28.3	18.1	55.3	68.0	No	Yes
Male	196	97.4	24.2	39.0	26.4	10.4	45.1	63.1	N/A	N/A
Female	233	98.7	12.2	33.5	29.9	24.4	63.8	73.1	N/A	N/A
White	181	97.8	10.7	25.6	37.5	26.2	70.2	79.4	No	Yes
African American	233	98.3	24.1	44.1	20.5	11.4	42.7	51.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	53	88.7	74.4	20.9	4.7	N/A	4.7	74.0	No	No
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	289	97.6	21.3	42.5	23.9	12.3	46.3	54.7	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	429	97.9	29.5	38.6	24.8	7.2	45.3	62.3	No	Yes
Male	196	98.0	36.1	35.0	23.0	6.0	40.4	61.4	N/A	N/A
Female	233	97.9	24.0	41.6	26.2	8.1	49.3	63.2	N/A	N/A
White	181	97.8	18.3	32.5	35.5	13.6	58.0	75.3	No	Yes
African American	233	97.9	38.2	44.1	15.9	1.8	34.5	42.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	53	88.7	81.4	18.6	N/A	N/A	7.0	67.7	No	No
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	289	97.2	35.8	41.0	19.8	3.4	37.7	48.5	No	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	429	96.3	73.4	14.5	5.8	6.3	N/A	N/A	N/A	N/A
Male	196	93.9	72.8	14.1	6.0	7.1	N/A	N/A	N/A	N/A
Female	233	98.3	73.8	14.8	5.7	5.7	N/A	N/A	N/A	N/A
White	181	95.6	56.6	19.1	12.1	12.1	N/A	N/A	N/A	N/A
African American	233	96.6	87.6	9.8	1.3	1.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	53	81.1	97.7	2.3	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	289	95.5	81.9	10.9	3.6	3.6	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	419	97.4	20.8	42.1	25.6	11.5	50.1	65.9
	2011	429	98.1	17.6	36.0	28.3	18.1	55.3	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	419	96.9	29.2	40.3	23.2	7.3	42.6	62.3
	2011	429	97.9	29.5	38.6	24.8	7.2	45.3	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate, grades K-8	96.7%	94.0%**	Yes

\* Adjusted to account for natural variation in performance.

\*\* Or greater than last year